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EDITED BY L. L. CAMP.

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"STRAINING AT A GNAT AND SWALLOWING A CAMEL."

At the commencement of a recitation a boy comes to his teacher and says ; " My father was sick last evening, and I had more than usual to do ; I have been unable to learn all of my lesson. I hoped to learn it this morning, but have not had time. Will you please excuse my lesson to day sir ? and I will make it up as soon as I can." The teacher who wishes to impress upon the mind of his scholars the importance of performing the tasks assigned them, and the impropriety of asking for an excuse, replies ; " You must get time. If it is necessary to sit up all night you must do it. The lesson I give you must be learned at all hazards. You may receive a check and remain after school and learn your lesson."

A classmate, who had been watching with interest the result of this appeal, was more shrewd than his companion, and concluded to try another tack, for he had been off skating all the evening before and had not learned his lesson. So he asked the one next to him, to tell him such parts of his lesson as he could not recite, and keeping his finger

between the leaves, so that he might peep in occasionally, managed to guess out most of his lesson. When the report was taken he answered,—“Perfect,”—and was marked accordingly, while his classmate, whose father was sick, was marked unprepared.

The boy who was truthful, honest, and did the best he could, received a check and a reproof, was marked unprepared in his lesson and detained after school, while the other who had not looked at his lesson till he came to recite, who disobeyed his teacher by communicating, deceived in reciting, and gave in a false report, was marked perfect both in recitation and de prtment.

Again; it is composition day. Mary, who composes easily and writes rapidly, has stolen time from her lessons in school, to scribble off four pages, while Sarah who is not so good in composing, or so rapid in writing, spent four hours, of Saturday, in hard work upon her composition and has not succeeded in writing quite a page. Kate has borrowed one of her friend's old exercises and copied it off neatly. They are all handed in, examined and marked, Mary 18, Kate 20, and Sarah but 6, while she is requested to rewrite and lengthen her exercise.

It is the usual time for declamation, and Master H., who is naturally bold and memorizes easily, has committed a long declamatory piece, and with a forward air steps up before the school and rehearses his piece without faltering or hesitation; while Master B., who is naturally diffident and retiring, has, with twice the exertion of his schoolmate, learned a short piece. He goes tremblingly upon the stage, and recites hesitatingly, and, as some of the scholars smile and laugh, he finally breaks down entirely.

He receives reproof and Master H. praise.

Again; it is recess and the scholars are upon the play ground. James in his eagerness to catch the ball, with which they are playing, steps over the bounds and is reported for transgressing the rules of the school. William is in another part of the yard, busily engaged in trying to excite a quarrel

between two little boys, and finally succeeds in getting them to blows.

The little boys are punished for quarreling, while the one who provoked the quarrel goes unrebuked.

At the close of school the scholars are requested to report communication; an honest scholar, who accidentally smiled to another before he thought of it, reported communication, received a check for it and was detained, while a deceitful scholar who had played and communicated, whenever he could do so without being observed, reported no communication and was marked accordingly.

Thus, day after day, honesty and truthfulness receive checks and reproof, while deceitfulness, lying, profanity, and many other real sins, go unpunished and unrebuked.

Do we not as teachers too often "strain at a gnat and swallow a camel?"

Do we not, in dealing with our scholars, look more to the outward act than to the motive which prompts it?

Do we not often make more ado, and punish with greater severity, things which simply annoy us, or some disobedience to the rules of the school, than we do actual wickedness and disobedience of God's law? Ought this so to be? What kind of citizens will such a course make?

Let us rather attend to the "weightier matters of the law" even if we sometimes leave the other undone.

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#### SUNSHINE AND YOUTH.

God intended they should go together.

He never meant that the sky of youth should be overcast with trials, troubles, and anxiety, but that the sunshine of hope, trust and happiness, should continually light their pathway.

Parents and teachers and all who have to deal with children, should study how they may act in accordance with, rather than in opposition to the laws of nature.

Who that has ever watched the life and vivacity of young

children, as they have acted out nature unrestrained, can for a moment believe that their Creator ever intended that they should be kept as many are in our school rooms, in confined and too often in awkward positions for six hours a day, or three or even two consecutive hours ?

Let them have at proper times free use of their limbs, let muscle and mind be relaxed; it will make them better children in the present and better men in the future.

In the primary school especially, instead of keeping the little children for six hours a day, arrangements should be made so that the longest session shall not be over two hours and that comprise one recess.

If the primary school commences at nine o'clock there should be a recess or rest at half past nine of from three to five minutes, during which time the pupils may be permitted to leave their seats and move about the room quietly, but not be allowed to pass out. This would give change of position, and at the same time should be a lesson in gentleness and politeness.

At quarter past ten they should have another recess of fifteen or twenty minutes, during which, in pleasant weather, all should pass out of the school room into the open air, and engage in such active sports as strengthen the muscles and send the blood coursing rapidly through the veins, giving new life and vigor to the whole body.

I say scholars should pass out into the open air in *pleasant weather*, for the plan which some teachers have adopted of compelling the pupils, sick or well, to remain out in all kinds of weather, I deem perfectly barbarous.

But to return to the arrangements of time. Young children should be dismissed at eleven o'clock, or soon after, thus giving a session of two hours with one rest and one recess.

The exercises of reading and spelling should also be varied with singing, concert recitation and marching.

This plan would give change and variety, which could not fail to please and improve.

The scholars would become so much interested that nothing could tempt them to stay at home, or to play truant. I

do not mean that I would recommend no hard work, no reading, spelling or studying. Far from that. I think children should be taught to study, and study systematically, at a very early stage of their school life. Much more could be accomplished in their academic and collegiate course, if they were early taught to study as well as to recite.

The time for close application for the young child should be very short, that he may not become tired of study, but he should be encouraged to work hard during the study hours.

Never allow children to fall into listless, lazy habits; teach them to be industrious and earnest, either in work or play.

Let the school room and its surroundings, the school and its associations, be pleasing to the good child who loves to do right, and at the same time he is receiving instruction and forming good habits, his youth will be filled with sunshine and happiness.

He becomes, in after life, instead of a sour, cross, crabbed man, a liberal, useful citizen—a noble man.

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“ONLY A LITTLE BOY.”

A father was urging his little son, of two-and-a-half years, to take some medicine.

Holding the spoon towards him, he said,

“Come, take it like a man, Birnie.”

“*But, pa, I am not a man; I am only a little boy,*” replied the child, with a pleading emphasis in his tones, and strange earnestness in his deep blue eyes.

For wise reasons the child has been recalled from earth, leaving a thousand precious memories clustering around the desolated nursery, and among them the words just quoted. Simple as they may seem, there is philosophy in them. They contain a lesson well worth learning, and so plain as to need no enforcing comment. It is a wonderful mistake, which we are all so apt to make, that of forgetting the “line upon line, precept upon precept,” by which, step after step, our minds were brought to their present level, and we

ask our little ones, by one mighty effort, to stand upon the same platform with ourself. Remembering our own slow progress, let us be patient with their weakness—making due allowance for them, and neither expecting nor desiring to find in our children that sobriety and decorum of manner, which is the result only of years and experience.

The foregoing remarks from the Religious Herald, seem particularly adapted to teachers in their intercourse with their pupils.

Do we not oftentimes expect too much from our pupils?—too much patient study, too much sobriety and earnest work? Are we not often disappointed that they do no better, when if we would but reflect a moment we should feel that the efforts they are making are really great and the results far more than we have any right to look for—they are not men; they are only “little boys”—fun-loving boys, joyous and overflowing with mirth and happiness, just as God intended boys should be; and the little tricks and jokes which cause us so much trouble and which we labor to check—who of us can not look back to childhood’s days and recall many boyish tricks in which we took part; in how few did malice or evil motives have a part? who of us feels that his manhood is any the less happy or noble in consequence! Let us, then, in the discipline of our pupils remember that the things which simply annoy us, are to be distinguished widely from the really, willfully wrong—and may it be our daily effort so to teach that when the boys shall be men, they may be good men, wise men, such men as bless the world while they live, and hear from God’s own lips the “well done,” when they die.

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#### A DILEMMA.

Parents of Connecticut! What shall we do? Mr. A says “I do not wish to have my son detained after the regular school hours, as I have work for him to do which fully occupies his spare time: if he does not get his lessons, punish him and send him home.”

Mr. B's son has been punished for indolence and inattention—hear what Mr. B says, “Sir I would like to have you understand that my boy is not to be whipped at school. It is no way to get along with children; if his lesson is not learned, keep him after school until he learns it.”

Mr. C has a son in school who is playful and easily diverted from his books for a sly trick when his teacher does not see him. He has a place assigned him where he may stand so as to be under the teacher's eye. Mr. C thinks it very bad for children to stand long at a time, and very politely requests that some other course may be resorted to to secure his son's improvement.

We have in our schools not only the children of A, B & C, but of D, E, F & G—aye, even to X, Y & Z. They are all in the same room, and we *must have* some general system for all. Each parent expects his child to leave school in the spring much farther advanced in study than when he entered in the fall, and each parent too proposes a different plan by which to secure this object.

Now what shall we do? Will not some parent suggest a plan which may be feasible, and which shall give offence to none?

How shall we secure the highest good to our pupils, and—please their parents?—“I pause for a reply.”

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OFFICIAL DEPARTMENT.

OFFICE OF SUPERINTENDENT OF COMMON SCHOOLS, }  
NEW BRITAIN, Jan. 10th, 1860. }

In the January number of the Common School Journal, the requirements of the law, relating to the enumeration of children, as a basis for the distribution of the income from the school fund, were given in answer to repeated inquiries upon that subject.

A number of letters have also been received at this office, with questions on the distribution of the public moneys to

towns and districts, and the requirements of the law which determine what conditions must be complied with, to entitle a town or district to receive a portion of this money.

The provisions of the law relating to this subject are,

1. (Acts of 1858, Chap. xlii. Sec. 1.) It is required that the school visitors certify that the schools have been kept for at least six months in the year, ending the 31st of August last, by teachers duly examined and approved, and have been visited according to law.

It is provided, (School law of 1858, Chap. vii. Sec. 1,) that the teacher must have a certificate dated previous to the opening of the school, and signed by a majority of the board of visitors, or by all the committee by them appointed, and (Chap. v. Sec. 1,) that the schools must be visited twice, at least, during each season of schooling, once within four weeks after the opening, and again within four weeks preceeding the close of the school.

2. (Chap. iii. Sec. 28,) "No district shall be entitled to receive any money from the school fund of the state, unless such district shall be supplied with a school-house and out buildings pertaining thereto, which shall be satisfactory to the board of school visitors."

3. (Chap. iv. Sec. 9,) It is provided that no school district shall be entitled to any portion of the public money until the district committee shall certify that the public money received by the district for the year previous, has been faithfully applied and expended in paying for the services of the teacher or teachers, and for no other purpose whatever."

The school visitors are also required, (Act of 1858, Chap. xlii. Sec. 7,) to certify that the money, drawn from the public treasury for the year ending 31st August, appropriated to schooling, has been faithfully applied and expended in paying for the services of qualified teachers and for no other purpose whatever.

4. (Chap. v. Sec. 6,) "No town shall be entitled to receive its share of the public money from the treasury of the State, unless the report required by the third section of Chap. v. of

this act (Act of 1858,) shall have been made by the school visitors to the superintendent of schools.

5. (Chap. vi. Sec. 2,) "No district shall be entitled to receive its share of the public money from the state treasury, unless the report required by section 1 (relating to various items specified in blanks for district committees,) shall have been made by the committee of the district.

6. (Chap. iv. Sec. 12,) The statute provides that "If any school visitor or school visitors make a false certificate, by which money shall be drawn from the treasury of this state, each person so fraudulently making such certificate, shall forfeit the sum of sixty dollars to the state."

Blank forms have been prepared, for district committees to use in making their reports to school visitors at the close of the present school year, and sent by mail to acting school visitors.

Many of the facts required can be most easily obtained while the schools are in session. The visitors are therefore requested to distribute the blanks as soon as convenient, and in every instance, if possible, before the close of the winter schools. The blank form for school visitors will be distributed in ample time for their return.

DAVID N. CAMP,  
*Superintendent of Common Schools.*

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GREAT MEN.—A great man is always willing to be little. Whilst he sits on the cushion of advantages he goes to sleep. When he is pushed, tormented, defeated, he has a chance to learn something; he has been put on his wits, on his manhood; he has gained facts; learns his ignorance; is cured of the insanity of conceit; has got moderation and real skill. The wise man always throws himself on the side of his assailants. It is more to his interest than it is theirs to find his weak point. The wound cicatrizes, and falls off from him like a dead skin, and when they would triumph, lo, he has passed on invulnerable. As long as all that is said is against me, I feel a certain assurance of success. But as soon as honeyed words of praise are spoken for me, I feel as one that lies unprotected before his enemies.—*Emerson.*

## Resident Editor's Department.

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### PRECEPT AND EXAMPLE.

*An Essay read before the New Haven teachers' meeting.*

A TEACHER'S duties, it seems to us, may be resolved into the two grand divisions which are suggested by the words which we have just given, precept and example.

Not that all written or verbal instruction is, strictly speaking, preceptual, but because, while everything relating to the deeper and *actual* life which the teacher strives to impart, must really be, from the nature of things, brief and pithy as precepts, so also from the limited time given us in which to impart knowledge, and the at best imperfect knowledge of any study or science which in these brief lives of ours we ourselves can obtain, all that we can hope to impart to others, must sustain to the whole about the same proportion that a precept does to a subject. We do not propose in the brief space allotted these essays, to enter upon a long disquisition upon the science of teaching, but simply to institute a slight comparison of the relative weight and importance of these two phases of a teacher's life.

Among many, teaching is supposed to be merely the helping others to learn what we have ourselves been taught; a certain set of rules and words are committed to memory, and here the relation ends, the teacher having proved his calling. No living teacher recognizes such a life as a true one. At the first glance, the position and influence of a teacher seem of not *very* great importance; many of the children committed to every teacher's care remain with them but a short time, and pass from school to school and from teacher to teacher, till one who jumped at conclusions might congratulate himself that whatever might be the final mental or moral discipline that child attained, he at least was clear from all blame. This might be the case so far as men-

tal training is concerned; in regard to the other and greater part of teaching we have more to offer before we draw our conclusions.

Sir Isaac Newton once gave a pretty good synopsis of education, when he compared himself to a child gathering pebbles on the sea-shore, while unexplored before him lay the wondrous depths and treasures of the ocean. Pursuing the figure we may compare the teacher to one, who having been a little longer by the shore, has a better knowledge of the nature of the various pebbles and mosses, and other products of that shore, and of the people and regions around it, and so, for a little while, he is to the child an instructor, pointing out to him pebbles or shells which, but for aid, the as yet unpracticed searcher might not discover. For a little while the child depends upon him, and thus his own mind asserts its powers and he stands alone. If the teacher were thorough and sound, it is well for the child; if he were not, that mind looking back from a higher stand-point and a clearer light, will discover it, and rejecting error will seek and retain truth. Thus far what is indorsed and retained by the child as it comes to a maturer life, is optional with that child, and, therefore, is of comparatively little moment and transient in effect, but there is another phase to the relationship existing between the teacher and child, which from the nature of the human soul must be of great moment and of incalculable power; it is the force, the moulding power, of example.

If we understand the mission of life, it is not to fill the brain with words either of our own or dead languages; not to be able to measure the starry distances; not to grasp all sciences for themselves alone, but that, disciplined and furnished for the life-work before him, each one may understandingly set about his God-given work.

He who accomplishes most, not for himself but for others; he who lives the most patiently and most unselfishly, who does whatever he does *well*, stands high among God's pupils; and that teacher who aids any soul in any degree to such a life, ranks among the number of successful teachers, even though a pupil should fail in a mathematical problem or whisper occasionally.

So strangely and delicately is the soul constituted, that not a single emotion of love, of veneration, or of contempt, or dislike, is once received by it without leaving its impress forever. True, that emotion may give place to another, but we can never be *just* what we were before the first impress had been made. It had been incorporated into our lives and had become part of us, and there, despite the efforts of the one who received it or the one who gave it, it will remain.

A lesson of distrust or of fear can never be unlearned, as many too well know. This is true in our riper years, and how much more so must it be in minds on which we are making the first impress. There is not a person here who has not been moulded to a greater or less extent by others. There is a life given us from above upon which we may enter and which we may live, which in some degree, is an independent life; and wherein the less we lean on mortals, and the more we live as looking only to Him who is invisible the better, but even in that life we depend greatly upon others. God so made us that, as if bound together by one electric chain, each soul affects and thrills the others.

To-day, sitting here in our manhood and womanhood and looking back up the vista of years, each one of us knows just what made us what we are. Not the dry, dull lessons we learned before we knew what one of them meant; not the lessons we *learned* afterwards when to learn had become the joy of our lives; *that* is but a little part of *us*, but what we have received from others, what we have been taught by example, has become incorporated into our lives, and forms the best, the truest part of us. One smile of approval seen at the right time; one gentle touch of our mother's or teacher's hand upon our temples, when those temples were throbbing with anger or aching from disappointment; a few words of incentive to noble, holy living, which came home to us enforced by the emphasis of a corresponding life in the one who uttered them; an example of patience and trust in one who perchance crossed our pathway but for that moment, all these little and apparently trifling things

have given to us whatever is of any value; and on the other hand, if the influences brought to bear upon us have been unholy and degrading, we in our secret souls, whatsoever our outer lives may conceal, are like unto our moulders.

Some may think that God has made parents the moulders of their children's characters; to a certain extent it is so, but as we have said before, no lesson is lost, whether given by parents or teachers. If a painter can not gaze upon an inferior picture without injury, nor look upon a good one without becoming a better artist, how can we expect a child to watch the unfolding of life scenes without either being contaminated or refined? Children are acute critics, and in the soul of every child is a wondrous, invisible artist working away ever in the freshness and quiet of the developing life, and painting from the days as they come and go, and the people with whom they come in contact, pictures which hang forever bright on the walls of the past; or sculptor-like moulding with impartial hand the plastic human soul, and leaving there just the impress made by every external influence and leaving it not as the antediluvian birds left their footprints only for a few thousand years or ages at most, but forever. In after years, when that child learns that a year *will* come to an end, and that it is in reality an heir of time, and that it goes hand and hand with time *from* what was its first present. Memory takes her stand in the now with the child, and it learns what it did not know, what is its first great pleasure, if perchance afterwards its great pain—that nothing affecting its soul dies, but that the first past and every succeeding one is an external possession. Happy is that child who looking back upon its first inheritances, blesses God for them, and associates them forever with all that is beautiful and divine. This is true of every child; as true of the one who, full of animal life, follows nature into the delectable, at the time, land of "Tom-boydom," as it is of the one who is certainly *too* good ever to shock a grown sister, or puzzle a mother to decide just what to do with her, and who does not need the little, fine, gentle, self-respect inspiring teachings that her more boisterous, half-outlawed sister does.

Let me take you where there is a picture hanging in a certain human soul, and let me whisper something to you of the dramatis personæ. You look into the interior of a small, country school-house; I do not know how many scholars are in the room; the picture shows but two figures, everything else is lost in oblivion. One of them, dressed in white, is kneeling by a chair; the other, a child, leans her head upon her desk. Not much, is it? The child certainly is not the most hopeful subject one could choose; just the one whom nine out of ten would dub a "little bother," always laughing when she ought not, preferring the sunshine that lay on the hills behind the school-house, or the pond lilies that were so near the edge of the pond, that she must wade in for them, to the most benevolent smile that any committee ever put on, as *she* thought to reconcile children to what they couldn't help; setting at defiance, unconsciously as it happened but intentionally as it appeared, at least as everybody but her mother thought, all the motherly pride which braided her hair and arrayed her, morning by morning, in shoes and stockings, and garments in which were no rents; possessed with the idea that no one but her mother ever had loved her or would, and ready if need be to meet with any rebuff from her teacher, *and in that case* to help something to happen sometime when it would not be most desired by the rebuffer; *you* would have thought if she had appeared in your school-room that she was not the most desirable acquisition that you could have made. Perhaps she was not.

I am not deciding on the reflex influence. To tell the truth, I am not anxious to know myself what it was, though after all a child knows when it is truly recognized, and if that child had not felt that that teacher was just, and read her as she was, the influence of that teacher would have been what the influence of some others was. Well, memory ignores all knowledge of the general character of that term; the lessons that were learned, the books that were studied, and even just who were the favorite playmates of that term are all erased from her records. But I will tell you what was commenced—it is not *done* yet; the wind that

vibrates upon an Eolian harp thrills through the length of the chord it wakes to melody; then came a recognition of a gentle but strong womanly soul; the most implicit trust, the firmest faith sprung up in my soul, for *I* was that child; I felt her goodness, and I felt that I too had a soul of my own; a soul that might be and would be, sometime, worthy of even her respect; I stepped out into life upon the broad platform which every loving and venerating human soul occupies, for if life has taught me anything, it is that that soul which once truly loves and venerates occupies a platform, has an outlook broad as eternity. She had no idea what she did for me; she has utterly forgotten me, for diverging pathways lead us to our home, but I owe to her and to my mother, under God, all that I am or ever hope to be. The picture I showed you, that invisible artist I spoke of a little while ago, took for me the morning we parted.

Ary Schœffer painted Dante and Beatrice, and Beatrice's face is to me inspiration and strength whenever I see it, but I can close my eyes any time and my artist gives me a kneeling form that is more than a picture, richer than a poem, for it is a memory, and one that blesses and purifies my life. It was the result of no effort on her part; she simply lived her own life naturally and truly, and so doing incited me to a better, a true life. My womanhood began there. I am older and quieter, but I am only trying now to find the level she suggested, and I am becoming more firmly convinced that I shall find it only where I then expected to find it, and where I hope to meet her,—in Heaven.

Earnestness, purity, holiness and patience daguerreotype themselves upon the soul of a child and so do their opposites, and in beyond, in that land, when for the first time we shall be able to compute the effects of our lives, we shall find that while the little inklings of the sciences which we may have imparted are forgotten in the more perfect knowledge of that world, the chords we touched, perhaps unthinkingly, in the *soul* still vibrate, either in rich harmony of a perfect soul, or in the terrible discord of a wretched and shattered one. May it be given each of us to hear only the former

and to be greeted by no echoes from the present which we would fain banish.

JENNIE G. CHRISTIE.

New Haven, Dec. 3, 1859.

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RESPONSIBILITY OF PARENTS AND TEACHERS.

"Time was, when settling on thy leaf, a fly  
Could shake thee to the root; and time has been  
When tempests could not."

"IF to pilot a ship across the ocean be a work of great responsibility, requiring prudence and judgment, as well as knowledge and experience, much more is it such a work to guide an immortal spirit through the tumultuous sea of youthful passions and childish impetuosity, and to secure for it a safe passage through the dangers and perils of manhood and old age. A ship on the ocean may founder and go to the bottom, and no one, perhaps, suffer a single pain or breathe a single sigh; but an immortal soul, wrecked upon the shores of time, may spend an eternity in sighs and groans, but they can not undo the past or rectify a single mistake.

What the pilot is to the ship, the parent and teacher are to the child. The one conducts a frail bark far out to sea, beyond the reach of special dangers, and then surrenders his charge into other hands. The other guides a deathless spirit through the perils and quicksands of childhood and youth, and then leaves it to the mercy of a treacherous world, to drift upon the tide of circumstances, or to follow the bent of its inclinations given to it by parental training and discipline. Though they can not insure a successful issue, yet they are in a great degree responsible for the future career and the fate of the child; for it is expressly said, "Train up a child in the way he should go, and when he is old he will not depart from it." If, then, the words of the wise man are true, and if children do depart from the way they should

go, or rather are never taught to walk in it, and go down to destruction and to eternal death, whose fault is it if not that of their parents and teachers?

Parents can not be too deeply impressed with the weight of the responsibility which presses upon them, or of the importance of the early religious training of the immortal spirits intrusted to their care. Next to their own salvation, there is no subject of so great importance, or that should command so much of their attention, their time, and their labor, as the spiritual and intellectual education of their children.

It is their duty to train them up for heaven—to fit them for usefulness in this world, and for the enjoyment of the rest and felicity of a better world. This obligation is laid upon them, and it is in their power, in a measure, so to do, else the injunction of the apostle had never been given them to bring up their children in the nurture and admonition of the Lord. Yet how many there are in every community, children even of professing Christians, who, through the negligence of their parents, or the force of their evil example, or the want of timely or judicious instruction, have grown up in ignorance; to become vicious, profligate and wicked men; a cause of grief to their parents, and a source of moral contagion to the wide circle of acquaintance in which they move. Many parents there are who see these evils, and charge them to their proper source, who at the same time are little conscious that the course which they are pursuing with their own children is tending to the same results—to profligacy and ruin.—*Advocate and Guardian.*

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MILTON.

AT his meals he never took much wine or any other fermented liquor, and he was not fastidious in his food; yet his taste seems to have been delicate and refined like his other senses, and he had a preference for such viands as

were of an agreeable flavor. In his early years he used to sit up late at his studies, and perhaps he continued this practice while his sight was good; but in his latter years he retired every night at nine o'clock, and lay till four in summer, till six in winter, and if not disposed then to rise, he had some one to sit at his bedside and read to him. When he rose he had a chapter of the Hebrew Bible read for him, and then, with the intervention of breakfast, studied till twelve. He then dined, took some exercise for an hour—generally in a chair, in which he used to swing himself—and afterward played on the organ or the bass-viol, and either sang himself or made his wife sing, who, as he said, had a good voice but no ear. He then resumed his studies till five, from which hour till eight he conversed with those who came to visit him. He finally took a light supper, smoked a pipe of tobacco, and drank a glass of water, after which he retired to rest. \* \* Like many other poets, Milton found the stillness, warmth and recumbency of bed favorable to composition; and his wife said that before rising of a morning he often dictated to her twenty or thirty verses. A favorite position of his when dictating his verses, we are told, was that of sitting with one of his legs over an arm of his chair. His wife related that he used to compose chiefly in the winter, which account is confirmed by the following passage in his *Life* by Philips: "There is a remarkable passage in the composition of *Paradise Lost* which I have a particular occasion to remember; for, whereas I had the perusal of it from the very beginning, for some weeks, as I went from time to time to visit him, in a parcel of ten, twenty, or thirty verses at a time, which, being written by whatever hand came next, might possibly want correction as to the orthography and pointing; having, as the summer came on, not been shown any for a considerable while, and desiring to know the reason thereof, was answered that 'his veins never happily-flowed but from the autumnal equinox to the vernal, and that whatever he attempted (at other times) was never to his satisfaction, though he courted his fancy never so much;' so that in all his years he

was about this poem, he may be said to have spent but half his time therein. Milton's conversation is stated to have been of a very agreeable nature. His daughter Deborah said that he was 'delightful company, the life of the conversation, and that on account of a flow of subject, and an unaffected cheerfulness and civility.' Richardson, to whom we are indebted for the preservation of this testimony, adds that 'he had a gravity in his temper, not melancholy, or not till the latter part of his life, not sour, not morose, or ill-natured, but a certain severity of mind; a mind not condescending to little things.'"—*Keightley*.

## STORIES FOR YOUTH.

### TRUTHFULNESS AND ITS REWARD.

Two country lads came at an early hour to a market town, and arranging their little stands, sat down to wait for customers. One was furnished with fruits and vegetables of the boy's own raising, and the other with clams and fish. The market hours passed along, and each little merchant saw with pleasure his stores steadily decreasing, and an equivalent, in silver bits, shining in his little money cup. The last melon lay on little Harry's stand, when a gentleman came by, and placing his hand upon it said—

"What a fine large melon; I think I must have this for my dinner. What do you ask for it my boy?"

"The melon is the last I have, sir; and though it looks very fair, there is an unsound spot on the other side," said the boy, turning it over.

"So there is," said the man; "I think I will not take it."

"But," he added, looking into the boy's open countenance, "it is not business-like to point out the defects of your fruits to your customers?"

"It is better than being dishonest, sir," said the boy modestly.

"You are right, my little fellow; always remember that

principle, and you will find favor with God and man also. You have nothing else I wish for this morning, but I shall remember your little stand in future. Are those clams fresh?" he continued, turning to Ben Wilson's stand.

"Yes, sir; fresh this morning: I caught them myself;" and a purchase being made the gentleman went his way.

"Harry, what a fool you was to show the gentleman that spot on the melon. Now you can take it home for your pains, or throw it away. How much wiser is he about those clams I caught yesterday? Sold them for the same price I did the fresh ones. He would never have looked at the melon until he had gone away."

"Ben, I would not tell a lie, or act one either for what I have earned this morning. Besides, I shall be better off in the end, for I have gained a customer, and you have lost one."

And so it proved, for the next day the gentleman bought nearly all his fruits and vegetables of Harry, but never invested another penny at the stand of his neighbor. Thus the season passed: the gentleman finding that he could always get a good article of Harry, continually patronized him, and sometimes talked with him a few minutes about his future hopes and prospects. To become a merchant was his great ambition, and when winter came on, the gentleman wanting a trusty boy for his store, decided on giving the place to Harry. Steadily but surely he advanced in the confidence of his employer, until, having passed through various gradations of clerkship, he became at length an honored partner in the firm.

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HONESTY IS THE BEST POLICY.

The late Duke of Buccleuch, in one of his walks, purchased a cow in the neighborhood of Dalkeith, which was to be sent to his palace on the following morning. The duke in his morning dress, espied a boy, early, ineffectually attempting to drive the animal forward to its destination.

The boy, not knowing the duke, bawled out to him—

"Hie, mon, come here an' gie's a' han' wi' this beast."

The duke walked on slowly, the boy still craving his assistance, and, at last, in a tone of distress, exclaimed—

"Come here, mon, an' help us, an' as sure as anything, I'll gie you half I get."

The duke went and lent a helping hand.

"And now," said the duke, as they trudged along, "how much do ye think ye'll get for this job?"

"I dinna ken," said the boy; "but I'm sure o' something, for the folk up at the big house are gude to a bodies."

As they approached the house the duke disappeared from the boy, and entered by a different way. Calling a servant, he put a sovereign into his hand, saying, "Give that to the boy who brought the cow."

The duke having returned to the avenue, was soon rejoined by the boy.

"Well, how much did you get?" said the duke.

"A shilling," said the boy: "an' there's half o' it to ye."

"But you surely got more than a shilling," said the duke.

"No," said the boy; "as sure as death that's a' I got; an' d'ye no' think it's plenty?"

"I do not," said the duke; "there must be some mistake, and, as I am acquainted with the duke, if you will return, I think I'll get you more."

They went back, the duke rang the bell, and ordered all the servants to be assembled.

"Now," said the duke to the boy, "point me out the person that gave you the shilling."

"It was that chap there with the apron," pointing to the butler.

The butler confessed, fell on his knees, and attempted an apology; but the duke indignantly ordered him to give the boy the sovereign, and quit his service instantly.

"You have lost," said the duke, "your money, your situation, and your character by your covetousness; learn henceforth that honesty is the best policy."

The boy by this time recognised his assistant in the person of the duke; and the duke was so delighted with the sterling worth and honesty of the boy that he ordered him to

be sent to school, kept there, and provided for at his own expense.

#### HOW TO TREAT DULL CHILDREN.

The teacher of a large school had a little girl under her care, who was exceedingly backward in her lessons. She was at the bottom of the class, and seemed to care but little about what had passed in it. During the school hours singing was sometimes employed as a relaxation, and noticing that this girl had a very clear, sweet voice, her teacher said to her:

"Jane, you have a good voice, and you may lead in the singing."

She brightened up, and from that time her mind seemed more active. Her lessons were attended to, and she made steady progress. One day, as the teacher was going home, she overtook Jane and one of her school-fellows.

"Well, Jane," said she, "you are getting on very well at school; how is it that you do so much better now than you did at the beginning of the half year?"

"I do not know why it is," replied Jane.

"I know what she told me the other day," said her companion who was with her.

"And what was that?" asked the teacher.

"Why, she was encouraged."

Yes, there was the secret; she was encouraged. She felt she was not dull in everything; she had learned self-respect, and thus she was encouraged to self-improvement.

Take the hint, dear fellow-teacher, and try to reach the intellect through the heart. Endeavor to draw out the dormant faculties of your children by discriminating culture and well-timed praise. Give them the credit whenever you can, and allure them with hopeful words. Many a dull-minded child has been made irretrievably stupid by constant fault-finding, or ungenerous sarcasm. And, on the other hand, how often has a genial smile, or an approving remark awakened into new life some slow-learning scholar!

## TEACHERS' RIGHTS.

On another page of this number, will be found the opinion of one of our judges in relation to a teacher's power and authority in the discipline of his school. A similar case recently came before Judge Waldo in Hartford. Mr. D. T. Potter, a gentleman of experience and ability as a teacher, was arraigned for punishing a turbulent and refractory pupil. The decision of the court in Mr. Potter's case was similar to the one referred to.

These decisions, we hope, will do good and strengthen the teacher's authority. Many seem to think that a teacher must submit to any indignity or insult from his pupils. We would not advocate severity of school discipline. There has been too much of that, but let us not fall into an opposite extreme,—the effects of which would be still worse. We believe that our best teachers, at the present time, are sufficiently mild in their discipline, and no well meaning pupil or judicious parent will have occasion to complain of severity. But the best of teachers will sometimes meet with cases which require prompt, decisive and even severe disciplinary measures. If a man in the community sets at defiance all law and authority he is arrested and dealt with according to circumstances; and shall a pupil in our public schools be trained to become a lawless man? Shall he, by being allowed with impunity, to resist authority and act according to his own views and notions, be taught lessons which will make him an insubordinate and troublesome citizen? We trow not at present.

We know that teachers sometimes err. They are not infallible. But from a long experience and observation we do not hesitate to say that nine tenths of the cases which require severe treatment in the school room grow out of defective or injudicious home discipline. If children are properly governed at home; if they are sent to school with right instructions from parents and with a feeling that they must submit to the authority of the teacher and to the rules of the school room, there will be no trouble. But there may be found in most of our schools some boy or boys who are

ready to go to any extreme of disobedience or even insult to their teacher, if they feel assured of sympathy and support from father and mother. Such are the lads who cause trouble in schools, and we rejoice that our worthy judges have had an opportunity to express their views in the sensible manner alluded to.

In the matter of discipline and punishment it is undoubtedly right for a teacher to do just what it would be right and proper for a judicious parent to do,—and while we believe that neither parents nor teachers should manifest undue severity—we also believe that with proper coöperation on the part of parents with the teacher there will seldom be any cause of complaint. We should say that neither parent nor teacher would be justified in inflicting blows upon the head, and if parents and teachers will work in harmony in effort to improve the hearts of the young, neither the head nor the body will be called to suffer from severity of discipline. We are free to confess that we have not a particle of sympathy for a lad who enters a school with a determination to trouble and annoy his teacher and by his example do what he can to impair the usefulness of the school:—nor have we any sympathy with those parents who directly or indirectly encourage a spirit of insubordination in their children.

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#### WORDS FOR PRONUNCIATION.

In the list of words given in our January No. one or two errors escaped correction. The word *diphthong* was printed with the omission of the first h and the word *hatter* was in some way substituted for *hostler*. We give the following additional words, feeling assured they will constitute a profitable lesson for spelling and defining, as well as for pronouncing:

Indict,	Inveigh,	Irremediable,
Indigenous,	Inquiry,	Irreparable,
Inexorable,	Industry,	Jocund,
Inimical,	Inventory,	Judicatory,

Juvenile,	Lower, (to sink)	Museum,
Kaleidoscope,	Lower, (to cloud)	Naphtha,
Lamentable,	Lyceum,	Nephew,
Languor,	Manger,	Obeisance,
Latent,	Manor,	Only,
Leeward,	Maritime,	Opponent,
Lettuce,	Mercantile,	Oppugn,
Listen,	Miniature,	Orchestra,
Livelong,	Minute, (time)	Oven,
Livery,	Minute, (small)	Open,
Loch,	Misanthrope,	Often,
Lough,	Mischievous,	Omega,
Longlived,	Mortgage,	Orion.

## SENTENCES FOR CORRECTION.

I can't seem to see how they was done.

Thomas says he done the work alone.

John said he would return back.

James said he had traveled all over the state.

Amos covered the kitten over with his handkerchief.

Sarah has a new pair of shoes.

Who did you see yesterday?

John has got my slate.

Them are the books he gave me.

The state of affairs were freely discussed.

James or George were there.

I am very certain it was her that done it.

The instructor will not learn me how to perform the example.

That is the boy what took the apples.

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SEWING MACHINES.—We would call the attention of our readers to the advertisement of Wheeler & Wilson, manufacturers of a sewing machine which stands unsurpassed in the opinion of those best acquainted with these highly useful aids in the household department.

## TEACHERS' RIGHTS.

ALONZO A. PALMER was recently tried in Norwich for whipping Henry C. Bailey, pupil in a school in North Stonington, of which Palmer was teacher. The teacher had called Bailey to come to him, but he refused, and Palmer used force to bring him to the desk. The Plaintiff claimed the force used was unnecessary; the defendant claimed it was only sufficient to bring about the desired result. Judge Sanford, according to the *Bulletin's* report, charged the jury with regard to the powers of teachers and duties of scholars:

1. That the teacher of a public school has the right to establish rules and regulations for the government of his school, provided that the same are reasonable, and necessary for the maintenance of discipline, the preservation of order, and the enforcement of proper subordination in his school.

2. That he is clothed with powers to use all means that are reasonable to enforce those rules and regulations that are proper and necessary for the good government and well being of his school.

3. That in case of open insubordination and refusal to obey his lawful commands, he may exercise all reasonable force that is necessary to suppress such insubordination; and to compel obedience to such lawful commands.

4. That whether the rules of the school were reasonable, and necessary for its proper government; whether the plaintiff violated those rules; and whether the means resorted to by the teacher to subject the pupil were improper, and the force he used unreasonable and greater than the exigencies of the case demanded, were questions offered for the jury to determine.

The jury, after a brief deliberation, rendered a verdict for the defendant.

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LOCAL AND PERSONAL.

NORWICH. But few, if any, cities in the union have done so much for the cause of education within the last ten years as this beautiful city.

The Broadway School, still under the efficient management of J. W. Allen, Esq., is in a very flourishing condition. Mr. Allen is aided by a highly intelligent corps of female teachers and excellent

order prevails throughout the various departments. For about four years the teachers of this district have met semi-monthly for personal and professional improvement,—a fact reflecting much credit on all concerned.

We were not only well pleased with the general appearance of the school and the exercises to which we listened, but we were highly gratified in noticing the excellent condition in which the building and premises had been kept during the nearly five years of their occupancy. We wish Mr. Allen and the excellent teachers associated with him continued success and prosperity.

We had time to visit one, only, of the schools outside of the building, and that was the school under the charge of Miss Peck. This school appeared well and enjoys the services of a valuable and experienced teacher.

**WEST NORWICH.** Since our last visit to this section of the city, the school-house has been greatly improved and now ranks with the first class school-houses of the state. The school continues under the charge of Mr. Rathbun, who has a corps of competent and faithful assistant teachers. In Mr. R.'s room we listened to some very intelligent recitations. A hasty look at the several rooms and recitation rooms gave us favorable impressions.

**NORWICH FALLS.** The general aspect of this school has greatly improved since a previous visit,—some two years ago. The school has three grades. Mr. Whittemore is principal; Miss Evarts in the intermediate and Miss Blackman in the primary departments. All the rooms were neat and the pupils orderly. An excellent and pleasant relation seem to exist between Mr. W. and his pupils. If this district can be so fortunate as to retain, for a term of years, its present teachers, we shall anticipate the happiest results.

**NORWICH TOWN.** Mr. Lathrop is still laboring very successfully and satisfactorily in the graded school at this place. A very kindly and co-operative feeling pervades the school, and the relations of teacher and pupils are evidently of a very pleasant nature. Two progressive steps we hope to see taken, ere long, by the intelligent citizens of this place:—one, the erection of a new house, and the other, the abolition of rate bills.

**YANTIC.** A very pleasant and convenient school-house has been erected in this village within two years, reflecting much to the credit of the friends of education. Mr. Kingsley is teaching here for the

second year, and we had a very pleasant interview with him and his pupils. His judicious labors will not prove in vain.

GREENVILLE. Mr. John F. Peck, late of Willimantic, is principal of the High School in this place. He is an earnest teacher and labors with energy and success. We heard no recitations, but the pupils appeared intelligent and orderly.

ROCKVILLE. This was one of the first villages of our state to provide a school-house of ample dimensions and with modern furniture and improvements. There have always been several active and intelligent friends who have "never wearied in well doing" for the schools.

2 The graded school is now free, and the several rooms have a full supply of pupils. Mr. J. N. Turner has been at the head of the school about three years, and he has done much for its improvement, and secured the confidence of the people. We were highly pleased with what we saw and heard in the various departments. Here, too, the teachers, committees and friends of education are wont to hold stated meetings for the discussion of matters pertaining to the good of the schools. An excellent plan and worthy of imitation. Our Rockville friends will soon, we think, deem it for their true interest to provide for an additional department more exclusively of the high school grade. Mr. Turner's department is now a union of the high and grammar departments, and imposes too much labor upon one man,—a labor that but few could perform as well and as satisfactorily as the present incumbent.

CHESTER.—A recent visit to this pleasant town increases our desire to see the people more interested in the matter of establishing a graded school. Nothing else would tend so much to the true interests of the place. There are but few places in the state so favorably situated for securing the advantages of a graded school, and we sincerely hope the intelligent citizens of Chester will soon avail themselves of as good school privileges as are provided in any other town of the state.

DEEP RIVER. We here found a large and intelligent school under the charge of Mr. Platt, a gentleman of large and successful experience. The school appeared well. Here, too, a graded school is much needed, and the situation of the two districts is remarkably favorable for a union school.

BRANFORD. Mr. R. H. Stone has a flourishing school in the Academy, and Mr. J. Linsley is teaching the public school. Both schools are doing well, and yet we were sorry to see so many intelligent pupils occupying a room so unsuitable as that in the Academy building. We

had hoped, ere this, to see a good school on the graded plan. Such a school would prove a great benefit to the pleasant town of Branford. We trust the friends of education will not rest satisfied until they succeed in securing a good school on the graded plan.

**EAST BRIDGEPORT.** On the evening of January 9th, a new school-house was appropriately dedicated at this place. The building is of brick, 34 by 50 feet, and two stories high. The two departments are well furnished with chairs and desks of modern style. The entryways, or halls, are provided with hooks and other conveniences. The house is in all respects well built, and convenient, and reflects much credit on the citizens of the district. The location is very pleasant. Mr. Andrews, of the committee, has been most assiduous in his efforts to have the school-house right.

On the evening alluded to the house was well filled. Interesting and appropriate remarks were made by Rev. Mr. Benedict, Hon. D. N. Camp, Dr. Judson, Dr. Burritt, Messrs. E. F. Story, Maples, Wilson, Andrews, and others. Excellent music was furnished by the Wheeler and Wilson Glee Club. We consider the district fortunate in securing the services of Mr. Wilson, a gentleman of large and successful experience.

**STONINGTON.** In the Quisambog district, or No. 2, a new and very pleasant school-house has been erected during the last year. We remember making a visit to the old house in company with our friend, Gen. Williams, nearly three years ago, — and we recollect how much we desired that the pupils might be excused from longer attending school in that miserable old school-house. Our desires have been gratified, and we congratulate the youth on being allowed to attend school in so good a house. We learn that the efforts of Capt. Thomas Miner and Capt. John Green, were principally instrumental in securing the erection of the present commodious house.

**GLASTENBURY.** A correspondent says, "We had the pleasure of visiting three of the schools of this place on the 11th January, with Dr. Thrall, Rev. Samuel Hall, and T. S. Goslee, Esq., of the Board of Education, and Silas Higgins, Esq., district committee.

The schools visited were in the Ferry and Center districts. In both districts convenient school-houses are provided, the schools graded, and competent teachers employed. We were glad to see our old friend, S. J. Welles, able to be in school again. We were pleased with all the schools, and will only say, if what we saw that afternoon may be taken as a true type of the work of every day, and the schools

in other parts of the town are in as favorable condition as those we visited, Glastenbury may well be proud of her schools. For many years, the people of this place have taken much interest in their schools. A majority of the school-houses are in very good condition; every district is furnished with Holbrook's Apparatus; eleven districts have outline maps, and nine school libraries. Great pains have been taken to secure well qualified teachers. In the evening of the day we were there, a lecture on education was given in a public hall. The weather was stormy and the walking very bad, yet the hall was filled with parents, children, and citizens whose attention evinced their interest in the subject of common schools. We must not forget to mention the music furnished by Mr. F. W. Smith and the scholars of his school, which added much to the pleasure of the occasion.

**WINDHAM COUNTY.** Our friends in this county are untiring in their efforts for the improvement of schools and teachers. The 18th quarterly meeting of their association was held at West Woodstock on the 30th December. We have seen no printed account of it, but learn from a friend who was present, that the occasion was an interesting one. Mr. Burleigh is President, and Mr. Keyes Secretary,—both men who believe in action as well as in words.

We are glad to learn that educational meetings are held in many towns, at which teachers and school-visitors meet to discuss matters of a common interest. At Rockville, West Hartford, New Britain, and many other places, such gatherings are doing a good work.

**MR. A. B. HOLLEY.** The Stamford Gazette says, "Mr. Holley, late assistant in our graded school, has accepted a situation in Ward School No. 49, New York. Mr. H. was exceedingly popular among the pupils of his department, and we doubt not, his fine talents and amiable qualities will secure for him a host of friends in his new field of labor."

We confess that we are sorry to have our State lose the services of Mr. Holley. He is an earnest and efficient teacher, just such as we need in this State. If any of our teachers must be taken by other states we should like the privilege of indicating the persons to be taken,—for we might sometimes reverse the expression "our loss is their gain." But so long as Mr. Holley remains in New York we wish him abundant success. It may be well enough for him to learn something of the Gotham schools.

**JOHN D. PHILBRICK.** An excellent portrait of this gentleman has been placed in the Normal School Hall. It was procured by the

efforts of the late graduating class, and is a painting of more than ordinary merit. It is really quite a handsome picture,—partly owing to the original and partly to the artist.

Mr. Philbrick is doing much for the improvement of the Boston schools,—and he is in a fair way to have his “likeness” well engraven on the hearts of the friends of schools in Boston.

*The Atlantic Monthly.* The January number of this popular monthly is fully equal to any of its predecessors. The present publishers, Ticknor & Fields, will spare no efforts for its continued improvement. The subjects of the number before us are—*Our Artists in Italy; The Amber Gods; Song of Nature; Nemophily; Substance and Show; Through the fields to Saint Peter's; The Experience of Samuel Absalom Filibuster; Roba di Roma; Abdel-Hassan; About Spires; The Professor's Story; Andenken; Central British America; Art.*

For \$3 we will send the Atlantic and our Journal for one year.

*Peterson's Ladies' Book.* We confidently commend this as one of the very best of its class of magazines. It is quite a favorite with the ladies. To any one who will send us \$2.25 we will send Peterson and our Journal one year. To any of our present subscribers we will send Peterson for \$1.50.

*The Home Monthly.* This is a valuable monthly for the family. It is edited by Mrs. Arey and Mrs. Gildersleeve, and the articles are all of a good tone and well written. Each number contains upwards of fifty pages. The Hartford publishers are O. D. Case & Co., who will be glad to furnish it to subscribers at the low price of \$1.50 a year.

We shall allude to this magazine hereafter.

#### SUBSCRIBERS.

We would sincerely thank our subscribers for their continued support and encouragement. Several have sent us additional names, and we hope many others will do the same. The number who have discontinued their subscription is far less than usual at this season of the year. As promised in our last, we will give below the names of the ten towns from which we receive the largest list of subscribers. We may give in our March number, the ten towns which stand next as regards the number of subscribers.

New Britain, . . . .	54,	Bridgeport, . . . .	19,
New Haven, . . . .	46,	New London, . . . .	17,
Norwich, . . . .	23,	Stamford, . . . .	12,
Hartford, . . . .	25,	Farmington, . . . .	10,
Miriden, . . . .	23,	Norwalk, . . . .	10.

## BOOK NOTICES.

The New American Cyclopædia; A popular Dictionary of General Knowledge. Edited by George Ripley and Charles A. Dana. 788 pp. New York: D. Appleton & Co.

The eighth volume of this excellent work is now before the public. The contents range from "Fugger to Haynau." The editors are performing their part with great fidelity and exceeding, even, the most sanguine expectations of the public in the character of the book. The cost of the book is insignificant when we regard its actual value. It is a complete store-house of knowledge, and should be in every school library, and accessible to every family. We wish the publishers the success their enterprise so richly merits.

History of the Progress of Education from the Earliest Times to the Present.—Intended as a Manual for Teachers and Students. With an Introduction by Henry Barnard, LL. D. 12mo. 310 pp. New York: A. S. Barnes & Burr.

The enterprising publishers of this work deserve much credit for the effort they have made to bring before the educational public this and other works designed, mainly, for the teacher's library. The work before us is a well written and instructive work, giving information that every teacher should desire to possess. It is well printed and will prove a valuable addition to the "Teacher's Library."

CLARK'S SCHOOL VISITOR. We would call the attention of our readers to the advertisement of this monthly, to be found in the present number. It is a valuable paper for schools, and its circulation and perusal will both interest and instruct the young. If several copies are taken by the members of a school it may be profitably used for occasional reading exercises. We wish it success.

## SCHOOL REPORTS.

We would acknowledge our obligations to Hon. Mark H. Dunnell, for a copy of his Annual Report of the schools of Maine, and also to Ira Divoll, Esq., for his Annual Report as Supt. of the Public Schools of St. Louis. These are both able and interesting documents and we shall allude to them more at length in our next.

Our thanks are also due to D. C. Gilman, Esq., of New Haven, Hon. Henry P. Haven, of New London, and others, for printed reports of the schools of their respective cities and towns. We intend to give extracts from these reports in our next, and shall be glad to receive copies of other printed reports.

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